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UNIVERSITY OF MINNESOTA.

11/13/09

TO: Laurie Davis & Denise Garcia
FROM: Erika Gaylor & Donna Spiker
RE: Additional Questions about the Allowances Evaluation

This memo summarizes responses to the 5 questions from your email from November 9, 2009.

- 1. Can the 48% of children in the same program be broken down, so we could know how many got an extended day?**
- 5. For the 36% that were in no program prior the allowances, can we get that broken down by program? Where did this 36% end up?**

To answer questions 1 and 5 would require SRI to do extensive additional data analysis that includes integrating parent interview data (with approx. 400 parents of children participating in the Allowances Project from which the previous child care arrangement data were obtained) and the end-of-project grantee export data that describes where the child used their allowances funds. These additional analyses would only apply to the 40% of the sample who completed the phone interview and may not be representative of all participating children and more importantly, all participating ECE programs.

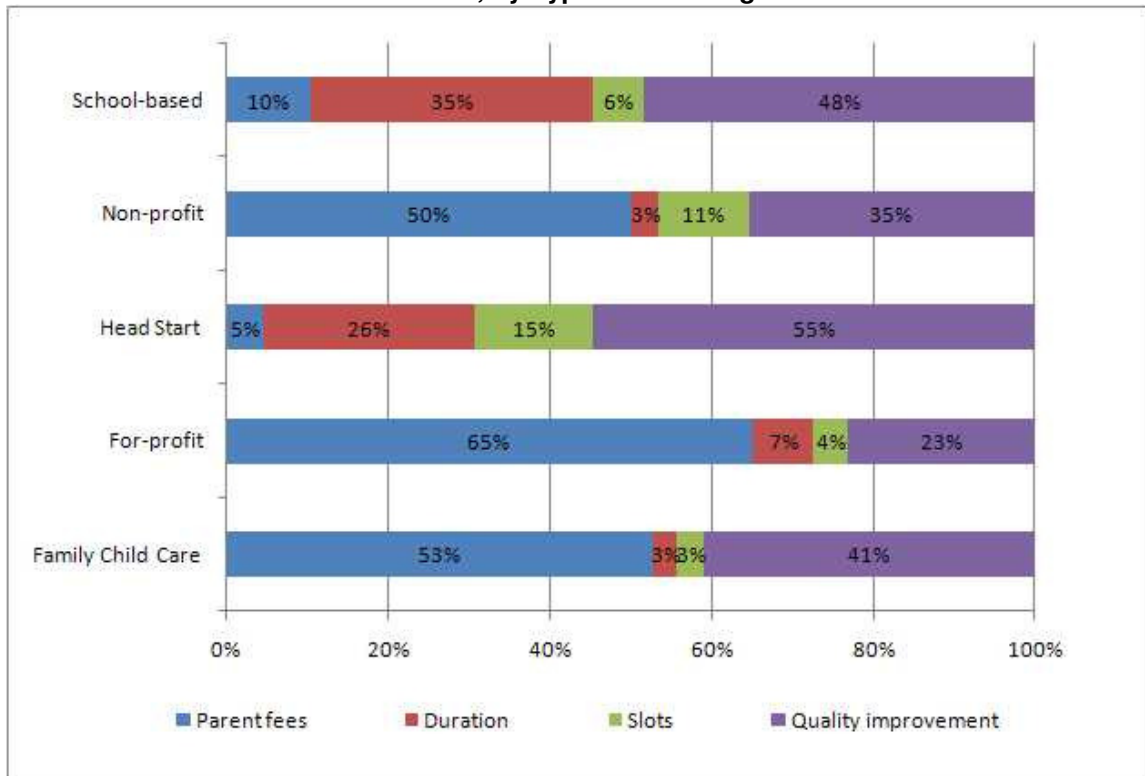
- 2. Is it possible to break out how much the programs spent their money? So, can we see how Head Start spent it? How much for extended day? How much for quality purposes? And if for quality, on what? Other uses? Is this possible for school based programs as well?**
- 3. Perhaps this is asking #2 in a different way, can we get the pie graphs from pg. 26 and 27 broken out by program?**

We can provide information that is closely related to these issues of serving additional children and expanding early learning experiences for low-income children. We examined how the funds were spent by type of program (questions 2 and 3) using data from ECE programs' end-of-project form that asked ECE program directors to describe

how the funds were spent to increase ECE program access and improve ECE program quality. Most ECE programs (86%) who received allowances funding completed and submitted this form. These programs accounted for 97% of children served and 93% of the total dollar amount, providing a representative estimate of the degrees to which the Allowances Project served additional children, extended their day, and improved the quality of programming.

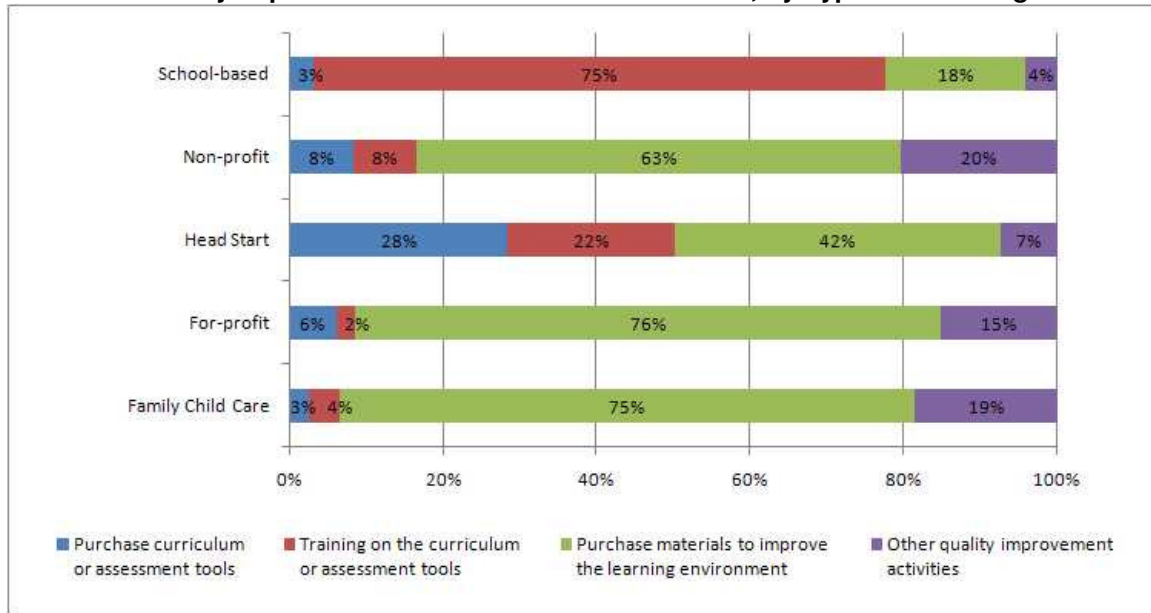
The following exhibits show how programs in each type reported spending the allowances funds.

Exhibit 1. Uses of Allowances Funds, by Type of ECE Program



The ways in which programs used the allowances funds to improve quality were similar across the different types of ECE programs, with the exception of school-based programs - school-based programs spent a much larger percentage on training and professional development. Primarily, ECE programs used the funds to purchase early learning materials and provide professional development opportunities for teachers and staff.

Exhibit 2. Quality Improvement Uses of Allowances Funds, by Type of ECE Program



4. Is it accurate to say only 2% was spent by a program for only quality purposes, and that every other program used it for access in some way as well as quality?

Yes, only 2% of programs used allowances funds for quality improvement uses only (those without Parent Aware ratings of 3 or 4 stars). Of all other programs that could use allowances funds for both access and quality improvement, 96% used allowances for both types of uses.

Summary

We interpret these data to suggest that although some programs used the funds to serve children they would already have served, many of these children and families benefited in two specific ways: (1) allowances funds provided them with a buffer when, for example, they were dropped from CCAP eligibility, and the child could remain in his/her ECE program when this benefit lapsed, and (2) allowances funds allowed the program to provide care for the child for an extended period (family needed a full-day program). It is important to note also that *all children* in all programs that used allowances fund for quality improvement uses benefitted from the improvements that were made.